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Reading innovations incorporated into the Newton, Massachusetts, school system are discussed. The program emphasizes individual differences, the influence of the home environment in developing attitudes towards reading, and the importance of prereading experiences for kindergarten children. The basal reading program, the individualized reading program, and the independent reading program in the elementary grades are outlined, noting the singnificance of reading consultants who give leadership and assistance in the reading activities of the elementary schools and of reading clinicians who work with elementary children that have serious blocks to learning and reading. The descriptions of the junior and senior high reading programs include information about their individualized reading, speed reading, creative arts, and study skills programs. A reading and study skills clinic which provides remedial and developmental reading instruction for secondary school students is also discussed. Reading instruction from kindergarten through high school is emphasized. (RT)

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"THE FIRST R" in SCHOOLS

calls for

Professional and Lay Involvement

Toward a Functional, Balanced Reading Program

Critics Spark The Revolution

According to Frank Jennings, the continuing revolution in education was not born with the soaring of the Russian Sputnik in October 1957, but some years earlier near the end of World War II, in 1944. However, the impact of Sputnik, on the science and mathematics curriculum was felt strongly throughout the land and the attacks on education launched by critics through the late Forties and early Fifties mounted in pitch and violence. Among the group, James B. Conant, Robert M. Hutchins, Arthur Bestor, and Rudolph Flesch, probably Rudolph Flesch's attack on reading methods was as significant and lasting a bombshell to the reading field as was the orbiting of Sputnik, to the field of science. In fact, one authority sees the era following it as a turning point in the development of the reading field, causing it to enter, as he states it, "the adolescent period". Typical of the adolescent period it carries with it all of the turmoil, indecisiveness, conflict, and rebellion against the old and trial-and-error behavior that is characteristic of the adolescent. Since adolescence follows infancy and precedes adulthood, it would appear to be a sign of normal, healthy development. Among the many controversies and directions taken, a battle

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over methodologies arose and concerted action, through the U. S. Office of Education, 1964 was taken to discover which methods and materials or combinations of methods, especially in primary grades produced the best results for particular groups and individual children. This action, too, was a healthy sign, for any school of thought then must move into the arena and survive the onslaught of opposing forces or go down because of inadequacy.

Diverse Disciplines Dialogue

With increased interest on the part of the lay public, plus increased financial support at the national and state levels, many disciplines joined forces, in an attempt to better understand the overwhelmingly complex behavioral phenomenon that reading is. The linguists, in particular entered the fray, adding their expertise in the field of language, while the medical profession has become more involved, especially with the underachievers.

Professional and Lay Groups are Involved

The Reading Reform Society and the Association for Children With Learning Difficulties are but two groups, mainly lay people who are actively at work to more thoroughly analyze the reading process and inaugurate programs to help children with specific difficulties which cause underachievement. The latter group, international in its membership, with a powerful lobby in Washington, is very active in the Bay State area. Through legislation in Massachusetts passed in December, 1966, funds were made available in January, 1968 to school systems applying for them, so that special tutorial help is provided for pupils identified as ones with certain specific deficits in perceptual motor and language areas. Professional organizations have swelled their ranks in the past decade. The International

Reading Association numbers its members beyond the 15,000 mark and has spilled over to include more than twenty-five foreign countries. This, too, seems a good sign, indicating an ever increasing interest in the problems of better reading instruction and international cross-fertilization in this important area. Reflecting on these factors, then, perhaps one can agree that manifestations which surround us, are characteristic of a healthy evolution of the field of reading toward maturity.

Newton Matures Earlier

As one might suspect, Newton moved into "the adolescent period" of development, at an early date namely, in the early Fifties and Sixties, with several innovations at various levels to enhance a total reading program. A fairly comprehensive article on "The First R" appeared in "Patterns" (Newton house organ) in the early 60's, describing many of these programs, and the basic philosophy underlying them.

Individual Differences

Children differ widely in their reading aptitudes and attitudes, as well as in the speed with which they move through their early reading activities. For some youngsters, the ability to read comes easily and naturally, long before they receive any formal instruction. By the time they enter kindergarten, they have learned to recognize many words in print; often, having gone far beyond that early stage; such children can read, understand, and enjoy simply-written stories. However, for most boys and girls the steps involved in learning to read are taken in stride during the early school years. But for some other children, reading seems to present a series of never-ending problems.

Attitudes toward reading seem to be formed by children while they still are quite young. In homes where such materials are abundant, where reading is an important leisure-time activity of the family members, where parents regularly read to their children, usually the child either begins to read for himself or looks forward to school and his first lessons in reading. Again, the kinds of experiences that a youngster has early in his school life are of utmost importance. For some children, the premature introduction of formal reading instruction is extremely frustrating and creates in them a lasting distaste for that activity. Yet failure on the part of a teacher to recognize and to challenge the child who already is reading also may cause frustration and boredom. Thus, the transition from the early informal reading activities—during which pupils learn to recognize words and the sounds upon which words are built—should be made only gradually to the more formal skill-building program which serves as a foundation for all reading instruction.

Reading in Kindergartens

The teaching of reading to five-year-olds is of great concern to Newton kindergarten teachers—especially because of the dichotomous nature of the problem. On the one hand, nursery school training, the impact of mass media, and the broad experiental background provided by parents have produced sophisticated kindergarten children. Yet, on the other hand, five-year-olds still have uncoordinated bodies, untrained perceptive and discriminative abilities, inadequate language skills, and in some cases—uncontrolled social and emotional responses.

How best to instruct such experienced yet immature youngsters is no new problem. For years, teachers have been confronted with

the question, "When and how should what reading be taught to what children?" Seeking an answer, in 1960 Newton kindergarten teachers started a series of workshops, studied exhaustively research done in the field of early-childhood education, and consulted leading opthalmologists on the effects of reading activities on the eyes of very young children. In addition, the teachers questioned child psychologists, reading specialists, and early childhood experts on the impact of reading instruction upon five-year-olds. During the school years 1960-1965, all Newton kindergarten teachers met regularly to continue their research. They have listened to experts, discussed the ramifications of an early introduction of reading instruction, and exchanged ideas on methods by which to provide pre-reading experiences for kindergarten pupils.

Gradually from these sessions have emerged innovations, both conceptual and practical in nature. One of the first was the choice of the term "pre-reading experiences" to distinguish the work with five-year-olds from the more formal first-grade program which requires some sequential development. Then, in 1963, two teachers were given part-time release from their classes to visit all of the other kindergarten groups in the city. The visitors recorded whatever they saw of the newer pre-reading practices and, later, synthesized these observations and recordings into a pre-reading guide that explains and illustrates the philosophy underlying pre-reading instruction.

Newton Kindergartens

As is to be expected, the guide makes clear the meaning of pre-reading experiences. They are defined as "the aggregate of all informal activities which help five-year-olds to develop the reading skills of perception, discrimination, motor, and language; to acquire

experimental background; and to build positive attitudes toward the printed work." To supplement this definition, seven important concepts are stated:

> Pre-reading experiences are an integral part of the total kindergarten program.
>
> A wealth of stimulating, attractive materials in the classroom helps to motive children to develop an interest in pre-reading experiences.
>
> The continuous appraisal of children's abilities is an integral part of the kindergarten program of pre-reading experiences.
>
> Teacher-devised methods assist the precocious child—who before he enters school, already enjoys books—to have use and to expand his reading powers.
>
> Appropriate timing in the introduction and a varied tempo in the continuation of the pre-reading experiences are significant aspects of a program that meets the needs of children.
>
> Day-to-day consistency within the framework of a flexible daily schedule offers security and reinforcement to children in the pre-reading program.
>
> Most children who have had a rich, varied kindergarten experience are ready, interested, and able to adapt to a first-grade reading program.

Such, in brief, is the kind of teachers' guide that has resulted from three years of workshop, extensive research, and consultations with experts. For the experienced teacher, the guide provides a reaffirmation of the developed philosophy; for the new teacher, a set of explicit procedures. For all Newton kindergarten teachers, the guide is a statement to direct them in their efforts to meet the reading needs of five-year-olds.

Reading in the Early Grades

For most children, the formal teaching of reading starts in

grade one. Here is initiated the organized plan for the enrichment and expansion of each child's vocabulary, and for instruction in such reading skills as the sounds of letters, the recognition and the meaning of printed words. By continued practice, the ears are trained to differentiate between sounds, and the eyes are trained to note the likenesses and differences of letters and words. By regular drills, pupils are guided in word attack skills— including phonics, in getting meaning from context, in finding the main idea, and in looking for details. From their introduction in grade one, the acquisition and extension of these and other reading skills continue throughout the school life of an individual.

Basal Program

To provide a firm foundation for the sequential development of the essential reading skills, most primary teachers use the plan outlined by one of several basal readers. These texts, which have been approved for use in the Newton elementary schools, and selected by each school, are not intended to serve as prescriptive, restrictive vehicles for teaching reading. On the contrary, when a basal plan is used properly, it provides the teachers with a framework to which other methods and materials may be added and, thus, a functional reading program be developed for the pupils. Indeed, neither the authors of the text nor experts in the field of reading recommend that the total plan of instruction should be limited to basal books. Instead, it is simply the base from which the teachers and pupils may operate as they explore in depth the new, uncharted channels of reading. The basal program supplies the child with a sense of power with words that permits him to challenge confidently the unknown in the world of written language.

Because the function of the basal program is to introduce the youngster into the exciting realm of free recreational reading, the basal does not necessarily provide the literary content of the reading instruction at any grade level. As the pupil learns his basic skills, he then has the means to investigate, to probe, to experience for himself the fascinating world of fiction or fact. As he progresses from one level to the next in his reading proficiency, the youngster can examine, read, and enjoy the wealth of "trade books" and thus complement the basal reading program. He uses his skill in the fields of science, art, music, social studies and mathematics.

Even though the majority of Newton teachers use a basal program, many of them carry on interesting experiments with varied approaches to reading instruction in the primary grades. Some teachers place strong emphasis on linguistics; some initiate reading activities through a concentrated phonetic program; some teach children to read through report of their personal or imagined experiences that are written into story booklets and, occasionally, illustrated by the young authors. Other epperiments include the use of a programed text, as in one first grade; or the employment, in many classrooms, of experience charts. Seldom does a teacher depend upon a single method of reading instruction; instead, he combines a variety of approaches to meet the diversified needs of the pupils in his class.

Individualized Reading

One project has been most helpful for experienced teachers of second-and third-grade classes. A Newton second-grade teacher developed a special individualized reading method, based on more than fifteen years of intensive study, research, and application— and by

far the most detailed and demanding of any of the individualized reading programs that have appeared in the literature of this field. Among this method's unusual aspects are the self-selection of books by pupils; team learning, a plan through which pupil helps pupil; and the one-to-one, pupil-teacher meeting for the final check of each book read.

A pupil taught by this method makes his trade book selections from any field that appeals to him, whether it be science, literature, history, or some other area. Once chosen, these books become for the pupil his basic texts; through his use of them he develops such reading skills as word recognition and pronunciation, fluency in oral reading, and comprehension of content. To assist him in his reading, the youngster has teacher-prepared word lists and questions. Only when he can demonstrate, to his teacher's satisfaction, that he has "mastered" this material may he list the title of each book and the date of reading in his personal record. Since these records are subject to such restriction and are kept for an entire year, they provide a reliable indication of the amount, quality, and type of reading done by each child.

Obviously, so detailed and demanding a project requires proportionately precise preparation and administration. Through the use of Ford Foundation funds, Newton was able to provide from 1962-1965 in-service training to carefully selected, experienced, highly successful second-and third-grade teachers. Through workshops, demonstrations, and careful supervision, the team of teachers gained a clear understanding of the structure of the program, the responsibilities of teacher and of pupil, and the techniques needed to provide a balance of activities. Through discussion periods dealing with such topics as levels of understanding, types of

questions, enrichment of vocabulary, phonics, and written summaries, the in-training teachers became familiar with important areas of a strong reading program.

Teachers thus trained in this individualized program reported tremendous interest and excitement in learning among their pupils. For example, in one classroom the twenty-eight children read a total of 2869 books during the year. As might be expected, all these teachers continue to use the individualized reading method, often adding ingredients to meet class needs. Such success has influenced other teachers in the elementary grades to employ the individualized method of approach to promote the recreational reading of their pupils.

During the summer of 1967, ten highly qualified teachers of grades 4, 5, 6 met for a two-week summer workshop on individualized reading. They were eager to explore and discuss ways in which they envisioned this method at work in upper grades. Dr. Frank Hodge of State College at Albany, New York set the stage with a review of books which sparked the thinking of these teachers. Following this, several of the teachers presented materials which they had developed and used in their classrooms. Reactions to the workshop were excellent and have encouraged many experienced teachers to adopt many of the ideas; this year. Fortunately, many textbook companies are preparing kits of books, accompanied by guides for teachers and vocabulary, comprehension, and activity lists for pupils. These kits encourage teachers to move into the program without as much "stress", since a structure and written guides are provided. Their role in preparation, it seems, is lessened, and they can use their energy in reading the selections and deciding on which materials are most appropriate to use with their pupils.

Independent Reading

Recreational reading, informational reading, and study skills are other facets of a well balanced reading program. Thus, each elementary school has a central library from which pupils may borrow books for reasonable periods of time. From this central souce, teachers also may borrow books to be used in their classrooms. Here, too, pupils have an opportunity to carry on research projects, find answers to questions in science, arts, music, etc. More and more, it appears that libraries are becoming resource centers for all types of materials which communicate ideas. Films, filmstrips, recordings, etc., add much to the materials found on the bookshelves. Growing appreciation for film and pictures to provide information stimulate thinking.

Opportunities such as these—and doubtless there are others—enable children to make selections from a wide variety of material, at all levels of reading difficulty, and to meet a self-set goal of reading a book a week— a minimum that many youngsters far exceed.

Teaching of Literature

Another very important facet of reading at all levels is the teaching of literature, with a balance in the various literary genres. At Newton High School, the English Round Table has worked out guides and ideas to aid the junior and senior high schools. During 1961-1964, a series of literature workshops was held with groups of 4th, 5th, and 6th grade teachers, resulting in the development of a literature guide. This spells out specific titles and activities in the various genres which teachers may choose to teach.

Following this work, primary teachers met for two years to exchange ideas and literary materials at this earlier level. The

results of these meetings are apparent in the increased use of literature and the larger amounts of creative writing and dramatics, including improvisations, in the primary grades.

Creative Arts Committee

The Creative Arts Committee, consisting of a group of interested parents representing all of the Newton schools, has been instrumental in helping to provide artists and authors to inspire both pupils and teachers. Lynd Ward, David Omar White, Richard Lewis, Elvajean Hall, David McCord, J. Williams, and many others are known to many children personally, as well as for their writings.

The Reading Centers

In the Newton elementary schools, two special reading services are available. One is a Reading Center, operated by the Division of Instruction, for extended periods of time in each of the elementary schools. Now in its tenth year, the Reading Center Program has eight consultants who give leadership and assistance in the reading activities in our twenty-three elementary schools. These consultants each spend one full year in a school, serve as a member of the staff of that school, work with teachers and pupils to improve reading instruction.

Under this Reading Center Program, the responsibility of the consultants is two-fold. The first is the obligation to work with the principal and teachers in the development of a balanced reading program for all pupils and in the improvement of the reading instruction in the entire school. Consultants achieve this primary aim through conferences, workshops, grade level and specific area meetings, classroom demonstrations, conferences with parents, and exhibits of new materials. The consultants' second responsibility is to

give help to a limited number of selected pupils who, because of deficiencies in particular reading-thinking processes, are unable to reach the level of accomplishment for which they have the potential. To fulfill this second obligation, the consultants work directly with the designated children, on either an individual or a small-group basis.

Potential candidates for intensive Reading Center help are screened by the principal and the teachers. As a consequence, the pupils chosen are those who can profit from consistent reenforcement, practice, and instruction in basic skills; for, although the youngsters selected are reading one or two years below expectancy, they are of normal ability or better and are free from serious emotional problems.

Following their selection, the pupils have a variety of tests, interest inventories, and teacher conferences; then schedules are arranged, and small groups report for instruction. The teaching aids provided include a wide range of trade books, reading games, and programed materials. The progress each child makes during each semester is reported to the teachers; they in turn are encouraged to employ in their classrooms materials and techniques similar to those used in the centers. In the elementary schools, delightful beginners' books are popular, and candidates returning to their classrooms often enthusiastically carry books by such authors as Dr. Seuss and John Ciardi. At the upper-grade level, books by Jean Lee Latham, C. A. Anderson, Clyde Bulla, Herbert Zim, Patricia Lauber, and comparable writers are in constant demand. One of the interesting, motivating activities results from junior high remedial readers working with underachievers in elementary schools; both groups have gained, and positive attitudes have been noted.

The Reading Laboratory

The second type of remedial training is provided by the Reading Laboratory Program— sponsored by the Division of Pupil Personnel Services and Special Education— for elementary school pupils who have serious blocks to learning and reading. The Laboratory has two part-time and two full-time reading clinicians who work in close conjunction with other members of the Division staff: psychologists, speech and hearing specialists, social workers, and psychiatrists. By team effort, these specialists endeavor to discover the causes for each child's limited achievement and to assist him in the development of essential reading skills.

A highly individualized approach serves to identify each child's particular handicaps, motivations, or learning potential. Often, structured materials are used to enable pupils to "break the code," and techniques which call for writing from dictation, and ear training round out the program. Interesting, easy trade books often serve as a spark to many children. Selecting a book from the library shelf in the laboratory may be the first hint that a pupil's attitude has changed. Also, a pupil's motivation and reading power are increased through such audio-visual aids as the speedioscope and controlled reader, programed materials aimed at word development, phonics, comprehension, and speed. Such, in brief, is the nature of the Reading Laboratory; the program is described in detail in the yearly report of the Division of Pupil Personnel Services and Special Education.

Reading in the Junior High Schools

Almost as soon as a youngster enters junior high school, he is confronted with more difficult assignments. These, in turn, make

greater demands upon his ability to read and necessitate for him further instruction and drill in that area.

To assist their pupils, all five junior high schools have reading programs. In form, these may differ slightly—for each junior high is organized to meet the needs of its own school population— but the instructional goal is the same. Fundamentally, the programs are directed toward review, extension, expansion, and refinement of the skills involved in reading, thinking, and appreciation. The instruction is related closely to each subject matter area and is presented in terms of the abilities, interests, and requirements of the pupils enrolled in the various classes. Although teachers of English and social studies carry much of the responsibility for the continued development of their students' reading power, every teacher is aware that reading proficiency is essential to a clear comprehension of the subject matter of any course in science, mathematics, the practical arts, and the humanities.

For his part, the junior high school student realizes that his more complex and challenging assignments make advisable a comparable improvement in his reading skills. He must enlarge his vocabulary, broaden his understandings, become proficient in his recognition of key ideas and of the logically arranged supporting details. But the youngster makes the pleasant discovery that, as he improves in his reading, his closer attention to directions, sharpened powers of interpretation, and greater awareness of the author's purpose relate directly to the satisfactory completion of assignments.

Junior High Individualized Reading

Increased emphasis is placed on individualizing the program of each junior high school pupil. The youngster who makes his own

selection from a wide variety of books reads more and thus improves his reading skills. Because it is for him a visible evidence of his own progress, he signs and fulfills his own reading contract, with its assignments and activities related to the vocabulary and content of each book read.

This method of operation—though it is hard on the teacher, who must be familiar with hundreds of books and able to teach skills evident in each—often does stimulate the interest of the reluctant reader. The boy who finds no interest in Tom Sawyer and other classics may become engrossed in science fiction and an ardent admirer of writers like Heinlein and Asimov. Girls who otherwise might decline to do any reading may select and come to enjoy mystery or teen-age stories, especially if the latter help the girls identify themselves more closely with the world of fiction. Of course, for the pupil who reads and enjoys challenging books there is no limit to the stimulation and educational values to be derived from an individualized program.

Speed Reading

Although reading speed receives some attention at all grade levels, usually only after they enter junior high school do students become aware of the need to increase their reading rate. At that level, the amount of preparation required in many subjects makes reading speed a vital concern to all of the pupils involved, but especially so to those who are less proficient in that skill. In some junior high schools, pupils are offered an elective course in speed reading. Here, the more conventional methods are not abandoned; but a number of mechanical devices, such as the controlled reader and the tachistoscope, are employed to promote an increase in

reading rate. Integrated also into this program are timed reading exercises, with frequent checks on comprehension.

Special Services

To up-grade the total reading program at this level, entire junior high school faculties receive assistance from consultants especially trained and experienced in this area of instruction. Sometimes the consultants attend the customary scheduled staff meetings and there introduce to teachers various current and appropriate materials that may be used effectively in regular classes. At other times, these specialists discuss with small groups of teachers the problems and techniques related to specific subject areas. Or, if they are required to do so, the consultants conduct classroom lessons to demonstrate the possible sequential development of skills and the special techniques designed to meet the particular needs of a group of pupils.

A second function of the consultants is to teach youngsters whose reading needs cannot be met fully in the regular classroom. These pupils, referred by their teachers and guidance counselors, receive, in small groups, special instruction to help them correct their deficiencies. Varied as are the reading problems of these students, the most common are those of word recognition and pronunciation, basic comprehension, interpretation, speed, and perceptual problems.

The Senior High School Reading Study Clinic

Most people assume that all pupils should have mastered the art of reading before entering high school and, thus, should be prepared to confront successfully material that demands more maturity of thought and more depth and understanding. For the student who has

acquired the basic skills, and has good ability, the assumption is true; he does proceed with little or no difficulty in his more advanced academic work. But the pupil who has slipped along with a minimum of interest, effort, and achievement often is confused and frustrated by the expectations of teachers in this more intensive, advanced, and complex program.

To assist those students whose reading skills are inadequate to meet the rigorous academic requirements in all of the high school curricula, the Department of English initiated a Reading-Study-Clinic—a pioneer project in New England. In recent years the clinic has become an independent unit, serving three main purposes. It provides remedial reading instruction for pupils who need that type of help. For those who are not working up to capacity, the clinic offers continued developmental reading instruction. Third, the clinic enables students in the remedial and developmental groups to improve their study techniques.

The type of assistance varies with the purpose for which the pupil enters the clinic. The Remedial Program is designed for students who, for one reason or another, have not mastered the basic reading skills. Among the deficiencies to be corrected are extremely poor pronunciation—with a resultant misinterpretation of meaning, as well as incorrect spelling; sub-vocal, word-by-word reading, often called "lip reading"; limited vocabulary development; poor study habits; lack of interest, as a result of repeated failures; other poor attitudes; and emotional problems.

In the Developmental Group are those students who are "getting by," but who can and should do better work. They have more potential than their achievement indicates. Possibly they need to improve their reading speed and, thereby, sharpen their concentration

and comprehension. For slow readers, especially the boys, motivation and interest come with the use of such mechanical aids as the controlled reading machines or the SRA Pacer. Or these under potential achievers may need guidance in various study techniques: outlining; note-taking; spotting key words, main ideas, and topic sentences; reading involved sentence, symbolisms, subtle twists of meaning; and test-taking techniques that involve some principles of which even the most alert student may not be aware. Many are the areas and varied are the approaches, but the aim is constant—to assist students to develop their powers and raise their level of achievement.

Study Techniques

In the clinic, the Study Techniques program is flexible, adapted to the particular needs of the students enrolled. It may be integrated with the remedial and developmental programs, for the skills involved are interrelated. As pupils come to realize, the techniques just listed under reading—once they are perceived—are applicable and effective aids in lesson preparation. Too, as sometimes students must be taught, speed of reading should be adjusted to the content of the material assigned; the degree of concentration and comprehension required may vary with the purpose of the lesson.

Furthermore, in matters of common concern the clinic endeavors to assist teachers. Some come for conferences relative to the selection of books for use in a particular class; other teachers request a retesting of pupils who seem to have chosen the wrong curriculum or who seem to achieve below that potential. Often from an informal sharing of opinions on the difficulties of pupils, the teacher and the consultant devise corrective procedures that are

applicable both in the classroom and in the clinic. Increasingly, teachers are aware that they and the reading-study staff, working together, may encourage and equip students to achieve greater academic success.

Reading, Kindergarten Through Grade Twelve

During the past decade the methods of teaching in the public school have changed radically. Current research and practical experience indicate that much work needs to be done at the pre-school and primary levels if we are to prevent "high risks" and potential drop-outs in our school population. Due to the increased interest of many disciplines, plus lay groups, many studies are under way to identify problems at the pre-school and kindergarten levels in order to provide special help, during the year and in summer programs. Without the cooperation of parents, these programs are ineffective, to say the least.

Yet we cannot overlook the fact, that reading instruction does not end at grade six. As a student moves into the junior and senior high school stages of his education, he must acquire reading skills proportionate to the complexity and challenge of assignments, that, in their turn, increase in difficulty with the unprecedented expansion of information and ideas.

Not only does a total reading program within a school system provide reading instruction into the secondary level, but such a program serves also to improve the quality of education throughout the entire instructional span, from kindergarten through grade twelve. More effective techniques, a wealth of attractive new materials, and experimentation with fresh approaches to reading

continue to be essential to the maintenance of a reading program commensurate with the educational and vocational demands, and conflicts that confront today's school-aged and college-aged young people. This calls for total involvement of many disciplines and lay groups to meet the challenges of the late Sixties and early Seventies!

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